Grading Criteria and Feedback Form - Level 5 Written Coursework

Student Name or SRN Number (for anonymous marking):………………………………………………

Module Name: ……………………………… Module Code: ……………………………………..

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| **Learning Outcomes (Module Leader to add):**  Knowledge and understanding:  Skills and attributes**:** |

**Note to Markers: Select criteria appropriate to the assignment and mark not applicable ones accordingly. Use yellow highlight to indicate which feedback statements are relevant to this student.**

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|  | **Outstanding**  **>80** | **Excellent**  **79-70** | **Very Good**  **69-60** | **Good**  **59-50** | **Satisfactory**  **49-40** | **Marginal Fail**  **39-30** | **Clear Fail**  **29-20** | **Little or nothing of merit**  **19-0** |
| **Presentation and structure**  **X%** | Outstanding presentation.  Logically structured.  Highly articulate and fluent writing style.  No grammatical or spelling errors. | Excellent presentation.  Logically structured.  Highly articulate and fluent writing style with very few (minor) errors. | Very good presentation. Logically structured.  Articulate and fluent writing style.  A few grammatical errors and spelling mistakes. | Good presentation. Logically ordered.  Writing is mainly clear but some spelling and/ or grammatical errors. | Satisfactory presentation.  Mostly logical structure.  Not always written clearly and has several grammatical and / or spelling errors. | Poor presentation.  Inconsistent or illogical structure.  Has many spelling and / or grammatical errors. | Poor presentation.  Very inconsistent or illogical structure  Poorly written and/or many spelling and grammatical errors | Little or nothing of merit.  Poorly written.  Numerous inaccuracies in grammar and spelling. |
| **Content,**  **Knowledge and understand-ing**  **X%** | Outstanding exploration of topic showing excellent knowledge and understanding | Excellent level of knowledge and understanding demonstrated.  Covers all relevant points and issues. | Very good level of knowledge and understanding demonstrated.  Covers most relevant points and issues. | Good grasp of the topic and some of its implications presented.  Knowledge and understanding is demonstrated. Minor errors / omissions. | Satisfactory content / level of knowledge of the topic.  Addresses part of the question. Some errors / omissions. | Limited content / knowledge.  Limited or muddled understanding of the topic/question. | Lacking in knowledge.  Content irrelevant / inaccurate. Does not address the question and therefore does not meet the learning outcomes. | Little or nothing of merit.  Unsatisfactory level of knowledge demonstrated.  Content not appropriate to the topic. |
| **Breadth / depth and integration of literature**  **X%** | Outstanding breadth and depth of literature utilised. Outstanding integration of literature into work. | Excellent breadth & depth of literature utilised.  Excellent integration of literature into work. | Very good breadth & depth of literature utilised.  Literature integrated very well. | Good use of literature. Depth appropriate to topic but moderate breadth or vice versa. Literature integrated into the coursework reasonably well. | Satisfactory use of literature but limited in breadth and /or depth.  Uncritical and cited without comment. | Limited breadth and depth Literature cited without comment. | Lacks breadth & depth. Some literature irrelevant to topic area. | Little or nothing of merit. Literature used irrelevant to topic area. |
| **Description, discussion and/or reflection**  **X%** | Outstanding level of description, discussion and/or reflection. | Excellent level of description / discussion and/or reflection of issues. | Very good level of description, discussion and/or reflection but some areas would benefit from further development. | Good level of description, discussion and/or reflection but some areas could be expanded on further. | Satisfactory level of description but limited evidence of discussion and/or reflection. | Limited evidence of description, discussion and/or reflection. | Lacking / inadequate level of description, discussion and/or reflection. | Little or nothing of merit. Unsatisfactory level of description / reflection. |
| **Analysis**  **X%** | Significant evidence of ability to think analytically | Substantial evidence of ability to think analytically | Clear and consistent evidence of ability to think analytically | Good evidence of analytical thinking. | Some evidence of analytical thinking. | Limited evidence of ability to think analytically | Very little evidence of ability to think analytically | No evidence of ability to think analytically |
| **Presentation of references**  **X%** | Recommended referencing system used with no inaccuracies or inconsistencies noted. | Recommended referencing system used with very few (minor) inaccuracies and/or inconsistencies. | Recommended referencing system used with few inaccuracies and/or inconsistencies. | Recommended referencing system used but occasional inaccuracies and/or inconsistencies noted. | An attempt to use the recommended referencing system but several inaccuracies and/or inconsistencies noted. | An attempt to use the recommended referencing system but many inaccuracies and/or inconsistencies noted. | An attempt to use the recommended referencing system but numerous errors noted and inconsistently applied. | Little or no attempt to use the recommended referencing system |

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| **Strengths** |
| **Areas for development** |
| **General feedback / additional comments**  **Academic Skills Advice**  Please remember there are lots of useful resources to support your academic skills development on the [Academic Skills Advice](http://academic-skills.health.herts.ac.uk/) site. |

Learning outcomes achieved: Yes / No

Within word count limit: Yes / No

Provisional weighted/overall mark (before application of penalties):

**Note**: All marks are provisional until the Board of Examiners has ratified them.

Marked by:

**Reflection on Learning**

Health and social care regulatory bodies require that registrants (and aspiring registrants) actively participate in learning activities; keep records of their learning and ensure that these activities inform and enhance services for patients/clients. Please consider the learning you have achieved while working on this assignment and how you have applied the feedback you have been given. For example:

Academic: what previous feedback have you been given and how have you used it to inform and improve this assessment?

Application to your professional setting: what have you learned in this assessment that you intend to apply to your practice and how will you demonstrate this?

You should keep your feedback and reflection in a file/portfolio as evidence of your professional development.